R E P O R T R E S U M E S

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SYLLABUS FOR ADULT EDUCATION PROGRAMS FOR TEACHERS OF DISADVANTAGED, ED. 444G.

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DESCRIPTORS- *ADULT BASIC EDUCATION, *CURRICULUM GUIDES, *ADULT EDUCATORS, *DISADVANTAGED GROUPS, *BIBLIOGRAPHIES, ADULT LEARNING, LEARNING MOTIVATION, GUIDANCE COUNSELING, VOCATIONAL EDUCATION, TESTING, CORRESPONDENCE COURSES, TUTORING, TEACHING TECHNIQUES, MIGRANTS, TEACHER CHARACTERISTICS, ADULT CHARACTERISTICS, READING, LANGUAGE SKILLS, MATHEMATICS, CITIZENSHIP, FAMILY LIFE, MINORITY GROUPS, FILMS, FILMSTRIPS,

BROAD TOPICS COVERED IN THE SYLLABUS FOR TEACHERS OF ADULT BASIC EDUCATION ARE--THE INTRODUCTION TO THE COURSE, DEFINITION OF THE DISADVANTAGED POPULATION (CONDITIONS AND PROBLEMS OF MINORITY GROUPS AND THEIR CHARACTERISTICS), ADULT LEARNING PROCESS (MOTIVATION, OBJECTIVES, TYPES OF TEACHERS NEEDED, TEACHING TECHNIQUES), COUNSELING AND GUIDANCE (BASIC PRINCIPLES, RESPONSIBILITY OF STAFF MEMBERS FOR COUNSELING, TESTING), ADULT EDUCATION DEVELOPMENT AND HISTORY, ADULT EDUCATION PROGRAM (TYPES OF PROGRAMS, LEGISLATION, MIGRANT ADULT EDUCATION), INTRODUCTION TO ADULT BASIC EDUCATION CURRICULUM (DEVELOPMENT OF BASIC AND INTERMEDIATE SKILLS), VOCATIONAL EDUCATION (TYPES OF PROGRAMS AND MATERIALS USED), AND GENERAL EDUCATIONAL DEVELOPMENT TESTING PROGRAM AND CERTIFICATE OF EQUIVALENCY (USES AND PREPARATION FOR TESTS) INCLUDING FUTURE TRENDS IN ADULT EDUCATION. THE EXTENSIVE BIBLIOGRAPHY INCLUDES TEACHER MATERIALS, STUDENT MATERIALS, AND FILMS AND FILMSTRIPS. (AJ)

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SYLLABUS

for

Adult Education Programs

for

Teachers of Disadvantaged

Ed. 444G

by

William Richardson
and
Donald Shelton

Training Center for Teachers of Migrant and Disadvantaged
Oregon College of Education
Monmouth, Oregon

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Topic I.

Introduction

A. General statement. Class purposes and goals.

1. Class based individual needs and interest.

2. Format.

   a. Lectures

   b. Discussions

   c. Speakers

   d. Films

   e. Field trips to adult education programs.

3. Expected contributions of students.

   a. Outside reading and reporting

   b. Active participation in discussion

   c. Group and individual reports on phases of adult education.

      (1) Unit planning

      (2) Role playing

   d. Mid-term and final examinations.

4. Discussion of course content.

5. Materials on adult education and disadvantaged

   a. Limited

   b. Center Library

   c. College Library

   d. Additional Bibliography

6. Discussion of text

7. Registration cards.

   a. Name

   b. Position

   c. Experience

      (1) School. (2) With adult

   d. Special interest in adult education.

8. Adult Education Opinionaire.*

B. Adult education: Fastest growing sector of American education: 28,000,000 adults, 1/4 of the population over 21.

C. Disadvantages:

1. 19,463,000, age 18+, less than 8th grade education.

2. 3,055,000, age 15+, illiterate.

3. Use Oregon drop-out study.

4. By 1970, 1 out of 2 in some privation.

5. Extent of problem: 34 million Americans, 18 million adults, 16 million children.

6. Reasons for extent of problem.**

a.	Deficient education	52%
b.	Live in South	42%
c.	Excessive unemployment	40%
d.	Female head of family	29%
e.	Aged family head	27%
f.	Non-white	25%
g.	Live on farms	15%

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* See reference section at end of Introduction section.
** There is a duplication of people used in the compilation of these statistics.

6. Poverty. Simply stated too little income to meet current family needs.

   a. Government standards, $3,000 per family, $1,500 per single person.

7. Rough classification (many types and forms of classification). Privileged (upper), Average (middle), Disadvantaged (hard to move, bleak outlook).

Topic II.

Definition of Disadvantaged Population.

A. Conditions or factors of disadvantaged population.

   1. Low annual income.

   2. High rate of unemployment.

   3. Under utilization of human resources.

   4. Poor housing.

   5. Poor sanitary conditions.

   6. Large families with inadequate living space.

   7. Excessive reliance on welfare.

   8. Inadequate education, less than 8th grade.

   9. Attitude of hopelessness.

B. Minority groups. Problem discussion.

   1. Mexican-American (migrant).

   2. Negro.

   3. Puerto-Rican.

   4. Appalachian Mountain whites.

C. Portrait (characteristics of under-privileged).

   1. Reads ineffectively, or not at all.

   2. Poorly informed.

3. Often suggestible.

4. Feels alienated

5. Not individualistic.

6. Holds world rather than himself responsible for his misfortune.

7. Not class conscious. Not interested in politics.

8. Informal. Human quality of easy comfortable relationship with people.

9. Pragmatic and anti-intellectual.

10. Physically oriented.

11. Home. Definite convictions. Father the boss.

12. Getting by versus getting ahead.

D. Characteristics of underprivileged and their implications for the teacher.

Characteristics	Implication for Teacher
Lack of self confidence.	Must experience success during first and every class session.
Fear of school.	No use of sarcasm or riducule.
Poverty level living conditions.	Work with all agencies to improve.
Probably below average in scholastic achievement.	Active methods of technique most effective. (field trips).
Culturally deprived; values, attitudes and goals differ from upper and middle class norms.	Ride along with rather than fight.
Weak motivation.	Why in class. What he hopes to get out of the learning situation. Help him develop and stay interested in goals. (i) Presentation of instruction. (ii) Variety. (iii) Ego boosting. (iv) Success.

Characteristics (con't)	Implication for Teacher
Unusually sensitive to non-verbal forms of communication.	May say things different non-verbally from what they say verbally.
Feeling of helplessness.	Recongize these signs, and build a feeling of self confidence.
Varying levels of intelligence.	Recongize differences, and teach individually.
"Living for today" philosophy.	Motivation to learn must be based on immediate reward.
Unacceptable behavior.	Look for positive qualities and potentials.
Reticence.	Small groups for discussion.
Use of defense mechanism.	Aware of these and correct approach.
Need for status.	Call by formalized "Mr. _____" till you can work on this barrier.
Tendency to lose interest.	Must muster all skills to overcome.

Topic III.

Adult Learning Process

A. Differences between adult and child learning, are there any?

1. Anxiety of learner.
2. Set ideas and more rigidity in their thinking.
3. Not a captive audience.
4. Wider experience.
5. Maturation.
6. Achievement of satisfaction.
7. Level of aspiration

8. Physical (good and bad).

   a. Attention span.

   b. Speed of learning.

   c. Sight.

   d. Hearing.

   e. Reaction time.

9. Testing.

10. Motivation.

11. Wisdom and judgement.

B. Adults expect to find relevance both in objectives and in methods employed.

   1. Want to know in what ways are they being changed.

   2. Their standards are high, and they are impatient with mistakes.

   3. Information received to be correct, up to date, and workable.

C. Characteristics of <u>all</u> adult learners. (Relate to disadvantaged).

   1. More rigid in his thinking.

   2. Requires longer time.

   3. More impatient.

   4. Requires more and better light.

   5. Less ability to adjust to distractions.

   6. Greater difficulty in remembering isolated facts.

   7. Suffers more from lack of success.

   8. Less willing to adopt new ways.

   9. More responsibilities competing with education for his time.

10. More experiences.

11. Returning to school, momentous, voluntary decision.

12. Needs concrete and immediate.

13. Have mixed set of motives.

D. Motivation: Most basic element in learning.

1. Definition. Active kinds of relationships that an organism has with its environment.

2. Important with disadvantaged that teacher and student recognize each other's motives. (May differ greatly).

3. Motivation grows, in part, out of the social settings in which learner lives.

a. Key to learning is engagement. A relationship between the learner, the subject matter, the environment and the teacher.

b. Motives also deeply affected by one's age, culture, and social group.

4. Review basic laws of learning.

a. Law of effect.

b. Law of primacy.

c. Law of exercise.

d. Law of disuse.

E. Motivating factors for adults.

1. Need for security.

2. Need for new experience

3. Need for recognition.

4. Need for self esteem.

5. Need for uniformity.

6. Need to help others.

F. Learning is action.

1. Student must be involved in <u>all</u> the process of learning.

2. Students learn by doing, not by what teacher does. <u>Involvement</u>.

G. Type of teacher disadvantaged adults seem to need.

1. Patient.
2. Versatile.
3. Quickly analytical.
4. Humorous.
5. Optimistic.
6. Understanding
7. Philosophical.
8. Creative.
9. Perceptive.
10. "Tomorrow-looking".
11. Flexible.

H. Speakers from Valley Migrant League on "<u>Needs and Attitudes of Migrants</u>".

I. Group dynamics. Very complex and requires scientific study to be fully comprehended.

1. Some understanding necessary to function in a group learning situation and as a group leader.

2. What is a group? (Krech and Crutchfield) "Two or more people who bear an explicit psychological relationship to one another".

a. Interaction of people in a small group.

J. Types of groups.

1. Learning group.

2. Action group.

K. The individual in the group.

1. Needs.

a. Basic: To broaden the individual's knowledge.

(1) Involvement and identification.

b. Social behavior.

(1) Compensation. (2) Aggressive. (3) Withdrawal. (4) Rationalism.

c. Values and sentiments.

L. Interaction in the group.

1. Content interraction.

a. Flexibility.

b. Communication.

c. Logic.

d. Confusion of disagreement with personal hostility.

e. Inhibition, or emotional response.

2. Interpersonal relations, forces affecting.

a. Changes in the group function.

b. Changes in the group membership.

c. Development and change in group standards.

M. Handout to discuss:*

1. How to be a good member.

2. Suggestions for informal discussion leaders.

Topic IV.

Counseling and Guidance

A. Who needs counseling?

1. Every man or woman who seeks self improvement is entitled to personal attention sufficient to fit the educational services of the school to his individual situation.

B. Definition of counseling-guidance.

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* These two handouts are at the end of this section.

1. Counseling. Only one phase of guidance activity where the available facts are gathered together and the individual's experiences are focused upon a specific problem to aid him in its solution. Student Centered.

2. Guidance.

   a. Educational.

   b. Personal.

   c. Social and civic.

   d. Vocational.

C. Principles basic to guidance.

   1. Respect for individual and for individual differences.

   2. Acceptance of the individual as a personality.

   3. Personal response.

   4. Understanding.

   5. Permitting others to be what they are.

D. Who should be a counselor.

   1. All members of staff.

      a. Teacher - close contact.

      b. Counselor - expert in specific area problems.

      c. Administrator - overall leader.

      d. Office or building staff.

E. Scope of counseling program.

   1. Student enrollment and attendance.

   2. Student data and records.

   3. Student interviews.

   4. Credit and special students.

5. Personal counseling and psychotherapy.

6. Student body and group counseling.

7. Curriculum.

8. Vocational counseling.

9. Community relationships.

F. Areas of responsibility for persons in counseling program.

1. Counselor.

a. Orientation of students.

b. Educational counseling.

c. Personal counseling.

d. Occupational counseling.

e. Curriculum and instructional program.

f. Testing.

g. Records.

h. Student activities.

i. Welfare program.

j. Coordination.

k. Professional relationship.

l. Staff relationship.

m. Relations with higher and special institutions.

n. Community relationship.

o. Organization and administration.

p. Research and experimentation.

2. Teacher.

a. Individualization.

b. Orientation.

c. Remedial instruction.

d. Enrichment of course

e. Class activities (group counseling).

f. Individual counseling.

3. Principal.

a. Organization of counseling program.

b. Development of counseling program.

c. Coordination of counseling activities.

d. Special problems.

4. Office staff.

a. Information center.

b. No counseling. Arrange conferences.

5. Librarian.

a. Use of Library.

6. Custodial staff.

G. Standardized testing: Place of standardized testing in adult education programs.

1. Definitely needed.

a. Individuals whose problems can best be solved by testing and discussion.

b. Valuable assets to providing a better and more accurate service.

2. Should have testing program in conjunction with other agencies.

H. Precautions.

1. Results studied carefully by counselor. Only part of picture to the adult student. Never an end in itself.

2. Tests may be more difficult than such tests actually meant to be.

3. Time allocating may be unfair to adults.

4. Generally no norms for adult groups.

5. One test may prove little or nothing.

6. Certain "rule-of-thumb" control.

   a. Longer time away from education work, less weight given to test scores.

   b. Fewer tests given, less weight given to results.

I. Criteria for evaluating a standardized test.

1. Content. For adults?

2. Validity.

3. Directions. Clear, concise, easily understood.

4. Scoring.

5. Norms. Adult norms available.

6. Reliability.

7. Standardization.

8. Publisher, authors, date.

J. Standardized tests useful in adult education.

1. Two types generally used.

   a. Measure of intelligence.

   b. Measure of achievement.

2. Others of value.

   a. Interest inventories.

   b. Tests of special aptitudes.

3. Samples of tests. Displayed and discussed.

K. Individual cumulative folders: needs.

1. Factual information. Not guesswork.

2. Permanency.

3. Work with student more intelligently.

L. Counselors role.

1. Help fill out forms.

2. Make feel comfortable in securing information.

3. Careful registration procedure.

M. Contents (sample).

1. Initial assessment.

2. Instructional and progress assessment.

3. Placement, assessment and counseling.

4. Disposition of student. Follow-up.

N. Limitations.

1. Too expensive.

2. More staff needed.

3. More facilities needed.

4. "Snoopy". Breaks down confidence.

O. Counselor's function, teacher: Key person in guidance.

1. Observes and knows student best.

2. Able to appraise the feeling, goals, and aspirations of student. (Teaching program improves).

3. Guidance is good teaching.

4. Attitudes, patterns and personality characteristics of each student observed better.

5. Reference of students to specialists.

P. Relating guidance to teaching. (Basic questions).

1. Why is individual adult in this classroom?

2 What are his educational, vocational, social, and emotional needs?

3. Why did he choose this class?

4. What will he do with his educational opportunity?

5. What are his past experiences?

6. What can this class do to meet his needs?

7 How can the curriculum be adapted to his needs?

Q. Specific classroom techniques.

1. Cooperative planning and education of goals of students.

2. Expressed feelings.

3. Learning about problem solving.

4. Provide opportunity for participation.

R. Interviewing: Objective.

1. Discover what the student really needs or wants to know.

S. Problems.

1. Lack of effective communication.

2. Complexity of student's problem.

3. Interviewer "takes over".

T. When interviewing needed?

1. Student feels need or is confused.

U. Cardinal principles to guide interviewer.

1. Interviewer must have confidence that he is understood.

2. Interviewer must have confidence that his independence is respected.

V Technique.

1. Advance preparation.

2. Listening.

3. Asking.

4. Interpreting answers.

5. Non-verbal clues.

6. Use easy to understand language.

7. Doesn't tell what he hears.

Topic V.

Adult Education Development and History

A. Development of adult education.

1. First evening schools, 1661, New York.

2. State support, 1823, Massachusetts.

   a. $75, but in 1854, fully supported.

3. New York, New York city, 1847.

   a. Six schools, male, 3000 students.

   b. By 1857, 25 evening schools, 5 evenings per week.

4. 165 cities in U.S. by 1900.

5. States concern.

6. Until World War I, grew gradually as evening schools.

7. World War I. Impact on adult education.

   a. Low educational level of enlisted men.

   b. General lack of technical knowledge and development.

   c. Beginning of modern adult education.

8. Depression.

a. Caused severe cutback.

b. Federal program.

9. Fastest growing agency of adult education is the two-year junior college.

B. Early major areas of adult education.

1. Agriculture - Extension.

2. Industry - Employee education.

3. Armed forces - Training and education.

C. Why this development of adult education.

1. Illiteracy of adults.

2. Vocational training and retraining (automation).

3. Avocational training.

4. Advancing educational backgrounds.

D. Development of adult education.

1. Contact local school authorities.

a. What. b. How. c. When.

2. Contact people in neighborhood.

a. Need. b. Designs for education. c. Support.

3. Contact school authorities about steps to organizing a program.

a. Advisory committee need.

b. Financing of program.

c. Offerings necessary.

d. Working with community action programs. (OEO).

4. Community action programs. (CAP).

a. Objectives, goals.

(1) Development of adult education programs for underprivileged and undertrained.

(2) Illiteracy education.

b. Development.

(1) Committee to write program. Getting financing.

(2) Selection of C.A.P. director and staff.

(3) Committee to help develop and research needs. of community. Community survey.

a) Use of disadvantaged persons on committee.

c. Setting up programs with local schools and other agencies. Selling programs.
Bring in C.A.P. director to discuss program.

5. Setting up a program with local school district.

a. Appointment of local adult education director.

b. Organization of local advisory committee.

c. Determination of program.

d. Selection of teachers needed.

e. Development of financing policy.

f. Organization and scheduling of programs.

g. Preparation of teachers and leaders.

(1) In-service training.

h. Publicizing the program.

i. Evaluation of program.

E. Advisory committees.

1. Need.

a. Pulse of community.

b. Broaden responsibility for program.

c. Broaden the outlook on the program.

d. Understand all facets of community needs.

e. Get all viewpoints in community.

2. Development.

a. Selection of committee.

b. Develop written policies and procedures.

3. Composition of committee.

a. Leaders from various agencies and organizations in community.

b. Representatives of underprivileged in community.

c. Main criteria for selection.

(1) Representativeness. (2) Quality of leadership. (3) Influence.

4. Responsibilities.

a. Study needs of community.

b. Research and investigations on potential needs and placement. Identification of needy.

c. Recommendation on program to be presented.

d. Aid in publicising the program.

e. Aid in implementation of program.

f. Evaluation of program.

Mid-Term Examination

Topic VI

Adult Education Program

This unit will utilize speakers and tapes from the various agencies to give their programs in education for the disadvantaged.

1. Speakers from O.E.O. office (EOA Title II-B).
   a. V.M.L. speakers to illustrate their program.
2. State Department of Education speaker, or other state or federal program.
   a. Community college place in program.
   b. MDTA programs.
   c. Public Law 89-10.
   d. Elementary and Secondary Education Act, Title III.
   e. Revised Vocational Act of 1963.
3. Other laws that affect training.
   a. Adult Education Act of 1960. Purpose.
      (1) 135 million dollars to start.

A. Adult Education Programs: Introduction.
   1. Types of programs.
      a. Vocational.
      b. Illiteracy. Basic adult education.
      c. Language training.
      d. Citizenship.
      e. G.E.D. (General Educational Development).
      f. Drivers education.
   2. Financing of adult education.

a. Government

(1) Federal. (2) State. (3) Local.

b. Fees.

3. Discussion of topic speaker will cover in the next session.

B. Programs. Speaker mentioned above.

1. Federal programs.

a. E. O. Act. State office of O.E.O. Various titles and their implication to teachers of adult education.

2. State programs.

a. State Department of Education. State role in education.

3. Local programs.

a. Class discussion of local involvement in program.

(1) Schools, cities, agencies, community action.

(2) Area community adult education schools.

C. Reason for consideration.

1. Cost.

2. Enrollment.

3. Facilities.

4. Instructional program improvement.

5. Teacher availability and training.

6. Need.

D. Problems.

1. Administration.

2. Cost of building facility.

3. Tuition cost of students. Cost of operation.

4. Location.

E. Instructional program.

F. Job placement.

G. Community college.

1. Place in adult education as area school.

H. Migrant adult education.

1. Valley Migrant League program as example.
Speaker of V.M.L. program.

a. 1965, 8 months of operation.

(1) 31 people awarded Certificate of Equivalency.

(2) 61 classes, 3102 persons.

(3) X students, upward bound program.

(4) 56 teachers utilized.

b. Instructional program.

(1) Spoken English for Russian and Spanish speaking.

(2) Basic adult education.
Reading, writing, mathematics.

(3) Preparation for GED tests.

(4) Vocational.

(5) Homemaking.

(6) Driver education.

2. Need for program for migrants.

a. Low educational level.

b. Moving a great deal. No home basis.

c. Low economic status.

d. Spanish speaking. Large segment of migrant population.

e. Must improve potential place in society.

f. Desire better conditions. Eager for education.

Topic VII.

Introduction to Adult Basic Education Program. Curriculum.

A. Reading. Use teachers in class, if possible, for reports.

1. Skills.

a. Comprehension.

b. Word recognition.

c. Vocabulary building.

d. Location.

e. Organization.

f. Functional results.

2. Techniques. Renew new words.

a. Teach several skills at once.

b. Use words they already know.

c. Use real life experiences.

d. Give them chances to succeed.

e. Report -- and report -- and report.

f. Introduce a few words at a time.

g. Keep activities short.

h. Flash cards.

i. Chalkboard. New words.

j. Flannel boards. Sentence and word relationships.

k. Importance of little words.

l. Notebook of new words and meanings.

3. Techniques: Student comprehension.

a. Underline in the text words telling who, what, when, where, why, and how. Tell what happens first, second, third, etc., in the story.

b. Write title for story, summary of story, important paragraphs.

c. Find subject of story. Tell what author says about subject.

d. Find what author wants them to believe. Two authors of same event. Critical reading.

e. Work to increase speed and comprehension. Time them.

f. Study skills. Look up material in encyclopedia.

B. Mathematics. Use teacher reports where possible.

1. Introductory skills.

a. Numbers 1-10 (writing).

b. Simple concepts, language sets.

c. Vocabulary.

d. Addition and subtraction. Facts and processes.

e. Mental arithmetic on money. Shopping.

f. Functional mathematical understanding.

2. Elementary skills.

a. Writing number symbols.

b. Number system.

c. Addition and subtraction.

d. Multiplication.

e. Division.

f. Fractions. Add and subtract.

g. Functional mathematical understanding.

(1) Installment buying.

(2) Budgeting.

(3) Money management.

(4) Time. Day, hour earning power.

3. Intermediate skills.

a. Review and expand as needed.

b. Decimals.

c. Percentage.

d. Measurement.

e. Functional mathematical understanding.

(1) Money management.

(2) Consumer buying.

(3) Credit.

4. Developmental skills.

a. Functional mathematical understanding. Review and expansion of understanding.

b. Consumer protection.

c. Buying skills.

d. Kinds of stores.

e. Advertisements.

f. Buying food, clothes, household appliances, furniture.

5. Techniques.

a. Related to practical experiences.

b. Encourage students to see practical value of mathematics.

c. Vocabulary.

d. Use visual aids. Overhead projection.

e. Chalkboard, flannel board, flash cards.

f. Cook book. Receipes for understanding fractions.

g. Family budget planning.

h. Package analysis. Show size, weight, etc.

i. Students bring to class everyday activities to discuss.

j. Open a bank account. Checking procedure.

C. Citizenship. Teacher reports.

1. Skills and knowledge.

a. Government. Forms. Support.

b. Community.

c. Duties of citizen.

d. Privileges of citizens.

e. Important persons in our history.

f. Principles and objectives from which our government developed.

2. Techniques.

a. Discussion of current events.

b. Voting and campaigns.

c. Income tax forms.

d. "Buzz sessions"

e. Know your community.

f. Advanced students. Copy Bill of Rights, ed. for study.

g. National holidays. Significance.

h. Minority groups.

D. Language. Teacher reports.

1. Skills.

a. Speaking.

b. Writing.

c. Listening.

d. Vocabulary.

e. Sentence sense.

f. Thought organization.

g. Correct usage.

h. Grammar.

2. Techniques.

a. Listening and speaking.

(1) Tell of interesting personal experiences.

(2) Ask advice on topics of interest, knowledge.

(3) Problems of child care or teachers. Good starter.

(4) Silent film (short). Discussion of what, when, where, etc.

(5) Explain value and necessity of listening.

(6) Review paragraph, questionaire, or paragraph to fill in.

b. Writing and spelling.

(1) Write new words as introduced.

(2) Write their names.

(3) Every remedial activity should involve some writing.

(4) Help prepare flash cards.

(5) As advance, write letters to friends.

(6) Copy material from chalk board, then from memory.

E. Family living.

1. Skills.

a. Health and safety.

b. Management of food.

c. Management of clothing.

d. Management of housing.

e. Budgeting.

f. Parent-child relationships.

2. Techniques.

a. Folders and pamphlets on topics.

b. Speakers from various agencies.

c. Group discussion.

d. Newspaper story or T.V. report for discussion.

e. Work out budgets in conjunction with mathematics.

f. Bring in advertising for discussion.

g. Films on children's behavior or emotions.

h. Simple reading assignment.

i. Poster, or exhibits on nutrition or safety.

j. Role playing of children's problems by teachers and parents.

k. Field trips.

Topic VIII.

Vocational Education

A. Importance of vocational education.

1. Must have vocational training to secure employment.

2. Must have job to improve way of life.

3. Retraining necessary throughout life.

4. Develop family and personal pride.

5. Stability of employment improves home development.

B. Types of vocational education.

1. Skills.

a. All types of training should be available as job opportunities exist. Job clusters.

2. Attitudes, techniques and behavior patterns necessary in world of work.

a. Development of positive work attitudes.

(1) Responsibilities.

(2) Ability to follow directions.

(3) Reasons for losing jobs.

(4) What is a days work?

b. Understanding one's behavior in world of work.

(1) Human relations.

(2) Thinking before acting.

(3) Traits necessary to work with people.

c. Individual choice of occupation.

(1) Factors to be considered.

d. Improving development of one's self.

(1) Health and hygiene.

(2) Personal development.

(3) Appearance.

e. Techniques of getting a job.

(1) Locating job opportunities.

(2) Applying for a job.

a) Application form. References. Neatness.

(3) Interview.

a) Appointment.

b) Preparing for interview.

c) Conducting of interview. Questions asked. Possibility of tests.

f. Things employers look for in employees.

g. Planning for work.

C. Materials.

1. Types of materials and how to evaluate them.

a. Printed materials.

(1) Books, booklets, pamphlets, etc.

(2) Newspapers.

(3) Dictionaries, encyclopedia, and other reference material.

(4) Magazines.

(5) Self-pacing instructional kits.

(6) Teacher produced and commercial stencils.

(7) Pictorial materials, cards, charts, games.

(8) Material used with mechanical equipment, (films, slides, etc).

(9) Applications and catalogs of training schools.

(10) Experience stories written by students.

(11) Job applications.

(12) Instructional booklets.

2. How to evaluate printed material.

a. Correct interest level for background of adult.

b. Free of material identidying particular group level.

c. Appearance of material. Inviting to adults.

d. Arrangement of material conforms to good principles of teaching.

e. Material should also encourage further study and reading.

f. Material should be centered around or include the use of basic or moral values.

g. Specifics to watch for.

(1) Length of sentence.

(2) Dependent clauses.

(3) Verbs and verb forms.

(4) Hard words.

(5) Contractions and dialect.

(6) Conjunctions.

(7) Conversational style.

(8) Personal reference

h. Present a check list for teachers.*

* Check list is at the end of this section.

3. Sequential instructional material. (Must be supplemented)

   a. ABC-EDL basic adult education system.

   b. Lawbach system.

   c. Linguistic readers.

   d. The Mott basic language skill program.

   e. Words in color.

   f. Initial teaching alphabet. Early to read series.

4. Evaluation.

   a. Comprehensiveness of coverage.

   b. Cost of materials.

   c. Ease of administration.

   d. Scope of curriculum.

   e. Emphasis on human values.

   f. Level of instructional preparation.

D. Teacher prepared material preparation tips.

   1. Examine your purpose.

   2. Remember purposes of reader.

   3. Build on interest of students.

   4. Relate topics to students socio-economic group.

   5. Maintain an informal style.

   6. Use a word list. (Lannin-Thorndike. First One Thousand Words).

   7. Go through material and cut sentence length.

   8. Keep paragraphs short, 3-6 sentences.

   9. Check for difficulty.

   10. Test material on a sampling of adults.

11. Use good paper and proper type.

E. Audio-visual aids, guides.

1. Preview film.

2. Prepare students for film.

3. Vocabulary before and after viewing.

4. Follow up demonstration on use of material.

5. Discussion of material. Samples of all of the material for class evaluation.

F. Disadvantages in program.

1. Place in adult education program.

a. Planning committee (CAP).

b. Recruitment and promotion.

c. Teacher aides.

d. Vocational training aides.

e. Follow up. Job placement.

2. Need to use in program.

a. Help the understanding of the problems of the underprivileged.

b. Involvement of disadvantaged "sells" program to others.

c. Brings different insight into the program.

d. Promote development of responsibility in this segment of the population.

e. Develop pride in program.

f. Help define "needs" of underprivileged.

g. Help clear up instructional problems.

3. Responsibility in program.

a. Planning committee.

(1) Define needs.

(2) Setting up program.

(3) Planning courses.

(4) Securing facilities.

(5) Securing instructors.

b. Recruitment and promotion.

(1) Securing enrollment.

(2) Explaining program.

(3) Overcoming "fears" of education.

(4) Personal contact.

c. Teacher aides. Vocational aides.

(1) Aid in setting class atmosphere.

(2) Developing teaching aids.

(3) Small group leader or instructor.

(4) Vocational instruction of slower students.

(5) Shop foreman.

(6) Instructing some units by more advanced students.

d. Follow up. Job placement

(1) Check on effectiveness of program.

(2) Future course needs.

(3) Aid in securing positions.

(4) Check on work habits. Improvement.

(5) Check on work attitudes. Improvement.

4. Discussion of Arthur Pearl's viewpoint of this topic.

   a. Must. Value. Need.

   Must have Field Trips to visit adult education programs and look over materials.

Topic IX.

General Education Development Testing Program and Certificate of Equivalency

A. General Educational Development Tests. (GED)

   1. Use of test.

      a. Appraise the educational development of adults who have not completed high school.

   2. Reasons for difference between GED test and usual achievement tests.

      a. School. More complete and detailed coverage of specific facts and ideas. Result of textbook and formal pedagogical procedures.

      b. Out of school. Result of first hand observation, direct experience, self directed reading and studying, conversations and informal group discussion, and other experiences with problems, ideas and people.

   3. Characteristics.

      a. Emphasis on intellectual power rather than on basic content.

      b. Emphasis on the demonstration of competence in using major generalizations, concepts, and ideas.

      c. Emphasis on the ability to comprehend exactly, evaluate critically and to think clearly in terms of concepts and ideas.

   4. Description of test. Sample questions.*

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* Tests of General Educational Development. Sample questions.

a. Correctness and effectiveness of expression, two parts.

b. Interpretation of reading materials in the Social Sciences.

c. Interpretation of reading materials in the Natural Sciences.

d. Interpretation of literary material.

e. General mathematics ability.

5. Eligibility for test.

a. Any resident over 21. Under 21, specific permission from State Department of Education. Tests can be taken, but no certificate issued.

6. Preparation for test.

a. Adult education classes for under educated, English, Mathematics, Reading.

b. Manual issued to help more advanced students study on their own.

c. Special classes can be set up especially for students wishing to take GED tests.

(1) Valley Migrant League classes.

7. How and where.

a. Testing centers set up throughout Oregon to administer the test battery.

b. Takes about 2 hours per test.

8. Certificate of Equivalency. Value.

1. Accepted by most colleges in lieu of high school diploma.

2. Industry recognizes it in lieu of diploma.

3. Aids further education and training.

4. Personal pride in accomplishment.

C. Policy for issuing.

1. Minimum test scores.

a. Standard score of 40 or above on each test.

2. Minimum age.

a. 21 years or older.

3. Residence.

a. Bonafide resident of Oregon, or past schooling in Oregon.

4. Application.

a. Scores sent to State Department of Education.

b. Application blank mailed to be returned for issuance.

5. Cost.

a. None for issuance, will be for test administration.

6. Miscellaneous.

a. If fail, may take again in six months.

b. No more than two re-tests issued.

D. High Schools are not authorized to issue diplomas or certificates on basis of the GED tests.

E. Correspondence Schools.

1. Types. (Sample brochures and catalogs).

a. Commercial, high school completion.

b. Vocational.

c. Trade.

d. Business schools.

e. Oregon system of education correspondence study.

2. Place in adult education.

   a. For more advanced students.

   b. Specialized training.

   c. Completion of work for high school diploma.

   d. College work.

   e. Can hold job and still get training and education.

3. Criteria.

   a. Curriculum and study offered.

   b. Subjects acceptance to high school or college.

   c. Job training and placement standards.

   d. Cost. Meeting of payment.

      (1) Contract. (2) Monthly.

   e. Reputation of school. Check carefully reliability.

   f. Vocational. Provision for practical experience.

4. "Watch out" points.

   a. High pressure salesman.

   b. Long term contract.

   c. Difficulty of work.

   d. Fills students needs, "any jobs".

F. Tutorial.

1. Place in adult education.

   a. Excellent method of individual instruction.

   b. Make rapid progress.

   c. Valuable for special student.
      Literary education.

   d. Can be handled in all subjects.

(1) Mathematics

(2) Reading

(3) Writing

(4) Spoken language

2. Financial.

a. Costly program.

b. Possibility of more financial aid.

3. Arrangements necessary.

a. Timing.

b. Facilities.

c. Materials.

(1) Conventional.

(2) Programmed.

(3) Teacher prepared.

4. Programs in this area.

a. VISTA.

b. Local school programs.

(1) Few in this area, but many in handicapped program.

C. Future trends.

1. More emphasis on adult education.

a. Need for program in future of United States.

b. Vocational training and re-training necessary.

c. Future employment patterns.

d. Improving living standards.

e. Literacy education need.

2. Fastest growing phase of education.

3. Teacher training.

   a. Use of under-priviliged in teaching.

4. Community college role.

5. Migrant labor trends.

   a. Less need. More training and education needed.

6. Community action programs.

   a. Local school role.

7. Program expansion and financial aid.

   a. Federal, State, Local aid.

   b. Facility needs for expansion.

8. Teacher role in adult education.

   a. Promotion.

   b. Planning and organization.

   c. Instruction.

   d. Follow-up and job placement.

   e. Evaluation.

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Cordell, Christobel M. Human Interest Stories About Essayists. Portland, Maine: J. Weston Walch, 1963.
(There is also a book on dramatists. Interesting, teacher may read to class.)

Educational Concentration. Springfield, Massachusetts: Milton-Bradley Co.
(Game Good for developing synonyms.)

Fraction Discs, grades 3-8. Springfield, Massachusetts: Milton-Bradley Co.

Instructor in Basic Phonics. Dansville, New York: F. A. Owen Publishing Co.
(Includes: (1) "Vowels and Vowel Digraphs"; (2) "Single Consonant Sounds"; (3) "Initial Consonant Blends"; (4) "Digraphs and diphthongs"; (5) "Compound Phonograms.")

Learning Letter Sounds Series. Grades 1-3. Boston: Houghton-Mifflin Co.
(Well disguised for the most part so as not to offend adults.)

New Horizons in Arithmetic Series, 1951. Webster Publishing Co, 1808 Washington Avenue, St. Louis 3, Missouri. (Interestingly organized and presented. Adults should be intrigued by this filmstrip series).

Phonetic Quizmo, (1-3), Springfield, Mass.: Milton Bradley Co.

Phonetic Word Drill Cards, No. 2209 B. Kenworthy Educational Service, Buffalo, New York. (Very good for family building). Grades 1-3.

Phonovisual Consonant Wall Chart. Washington, D. C.: Phonovisual Products, Inc., 1960.
(Chart is 26" x 40" and costs $3.00.)

Phonovisual Vowel Wall Chart. Washington, D. C.: Phonovisual Products, Inc., 1960.
(Chart is 26" x 40" and costs $3.00.)

Pre-Primer Flash Cards, 4009. St. Louis, Missouri: Gelles-Wedmer Co.
(Some are harder than the primer words.)

Primer Words Flash Cards, 4010. St. Louis, Missouri: Gelles-Wedmer Co.
(Good)

Railroad Transportation Series. Beverly Hills, California: Dudley Pictures Corporation.
(Grades 3-5. Good use of vocabulary and can definitely be shown to adults.)

Reading Improvement Record Library. Chicago: Sears-Roebuck and Co.
(A series of records of reading improvement lessons for students of all ages. Purchase through Sears-Roebuck catalog.)

Spelling Record Library. Chicago: Sears-Roebuck and Co.
(A series of records that will help the ABE student to learn to spell up to 600 words in grade levels from 2-7. Purchase through Sears-Roebuck catalog.)

Story of Communication Series. New York: Rye Gate House, Inc., 1953.
(Color. Appeals to adults.)

The Honor Program Learning System. Chicago: Sears-Roebuck and Co.
(System has two parts: 1) The Honor Machine, a compact, push-button, inexpensive, teaching machine; 2) the Honor Subject Rolls. Purchase through Sears-Roebuck catalog.)

Vocabulary Improvement Record Library. Chicago: Sears-Roebuck and Co.
(Purchase through Sears-Roebuck catalog.)

Whitman Flash Cards.
(Pocket sized with pre-primer words, primer words, phonics. Available in dime stores.)

Word Opposites Test. Chicago: Follett Publishing Co., 1961.
(Test is listening to identify the opposite of word meanings.)

Wide Range Achievement Test.
(Compiled by Joseph Jastak and Sidney Bijou in 1946.)

Additions

Phonics Answer Sheet. Chicago: Follett Publishing Co., 1961.
(Test to identify the sound of consonants, blends, long and short vowels.)

Gates, Arthur I. The Gates Reading Survey Test. New York: Columbia University Teacher's College, Bureau of Publications, 1960.

Student Materials

Abramowitz, Jack. American History. Chicago: Follett Publishing Co., 1963.
(Provides the young adult with the feeling of belonging to this country.)

_____. Documents of Freedom. Chicago: Follett Publishing Co., 1964.
(The meaning of central foundations of the U. S. Government. This is the second edition.)

_____. Our Nation's History. Chicago: Follett Publishing Co., 1964.
(Develops understanding of our responsible citizenship, provides vocabulary growth.)

_____. World History for Slow Learners. Chicago: Follett Publishing Co., 1964.

Adler, Irving. Electronics. New York: Alfred Knopf, 1961.
(Concise explanation of electronics devices.)

Allee, Veva. About the Vegetable on Your Plate. Chicago: Melmont Publishers, 1960.

Allen, Maury. Ten Great Moments in Sports. Chicago: Follett Publishing Co., 1961.
(Attractive to adult men. Grades 4-6)

Aguirre, A. J. M. A First Look at the Earth. New York: Watts, 1960.

American Citizenship Course. Butte, Montana: American Legion.

Anderson, Florence L. Trees for Tomorrow. Los Angeles: Kerechuk-Melmont, Publishers, 1959.

Branley, Franklin M. A Book of Astronauts for You. New York: Thomas Y. Crowell Co., 1963.

Braun, Irwin H. Laugh and Learn Grammar. San Francisco: Harr-Wagner Publishing Co., 1950.

Brueckner, L. J., et al. Moving Ahead in Arithmetic, Book 6. New York: Holt, Rinehart and Winston, 1961.

Buehr, Walter. Wonder Worker, Story of Electricity. New York: Morrow Publishing Co., 1961.

Bullwinkel, Ruth, and Jack Abramowitz. The Delso Sisters, Beauticians. Chicago: Follett Publishing Co., 1965.

Burnstein, Wells. Trouble Shooting Mathematics. New York: Holt, Rinehart and Winston, 1963.

Calvert, James. A Promise to Our Country. New York: McGraw-Hill Book Co., 1961.

Carlson, Byrta, and Carson Ramee Marue. How you Plan and Prepare Meals. American Home and Family Series. New York: McGraw-Hill Book Co., 1962.

Cary, Barbara. Meet Abraham Lincoln. New York: Random House, 1965.

Cass, Angelica W. How We Live. New York: Noble and Noble, 1949.

_____. Live and Learn. New York: Noble and Noble, 1962.

_____. Your Family and Your Job. New York: Noble and Noble, 1948.

_____. Write Your Own Letters. New York: Noble and Noble.

Cavanna, Betty. The First Book of Wild Flowers. New York: Watts, 1961.

Cavanaugh, Frances. Abe Lincoln Gets His Chance. Chicago: Rand McNally Co.
(High interest and low vocabulary.)

Clark, Sara Maynard. First Men in Space. Chicago: Follett Publishing Co., 1965.
(Third grade. Ten exciting stories of yesteryear's heroes who braved unknown horizons in balloons.)

Colby, J. P. Tear Down to Build Up. New York: Hastings House Publishers, Inc., 1960.
(A description of the wrecking business.)

Cooke, David C. Better Physical Fitness for Boys. New York: Dodd, Mead and Co., Inc., 1961.
(High interest and low vocabulary.)

Cooke, Donald. Men of Sherwood. New York: Holt, Rinehart and Winston, 1961.

Connager, Henry S. The First Book of American History. New York: Franklin Watts, Inc., 1957.

Cooper, James F. The Last of the Mohicans. Chicago: Scott, Foresman and Co.
(Upper elementary level, high interest.)

Corbett, Scott. What Makes a Car Go? Boston: Little, Brown and Co., 1963.

Crabtree, Arthur P. You and the Law. New York: Holt, Rinehart and Winston, 1964.

Currie, Esther W. MacBeth in Modern English. Chicago: Scott, Foresman and Co.
(Furnishes an opportunity for role play at the elementary level.)

Dalgliesh, Alice. America Begins. New York: Charles Scribner's Sons.

Darby, Gene. What is a Simple Machine. Austin, Texas: Steck, 1961.

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Daley, Arthur. Kings of the Home Run. New York: G. A. Putnam's Sons, 1962.

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Disney, Walt. The Living Desert. New York: Simon and Schuster, 1954.

Dixson, Robert J., and Herbert Fox. Mi Primer Diccionario Ilustrado De Ingles. New York: Regents Publishing Co., Inc.

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Hurley, William. Dan Frontier, Sheriff. Chicago: Benefic Press, 1960.

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Trouble and the Police, Nicholas Titus, 1963.
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(Reading, thinking skills. A good vocabulary building in all grade levels.)

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(Science, reading, social science, map study, arithmetic and spelling.)

London, Jack. The Call of the Wild. New York: MacMillan Co., 963.

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Neurath, Marie. Rockets and Jets. New York: Lothrop Publishing Co., 1960.

_____. The New Continental Practice Exercises. Elizabethtown, Pennsylvania: Continental Press, Inc.

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"Operation Alphabet" Washington, D. C.: National Association of Public School Adult Educators, 1962.
(TV Home Study Book for Spanish-speaking People.)

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Picturesque Word Origins. Springfield, Massachusetts: C. C. Merrian Co., 1963.

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(Grades 2 and 3)

Reader's Digest Adult Readers. Pleasantville, New York: Readers' Digest Services, Inc.
(First at the Finish, Guides to High Adventure, I Fell 18,000 Feet, What's on the Moon? Grades 3-4.)

Reader's Digest Adult Readers. Pleasantville, New York: Reader's Digest Services, Inc.
(Workers in the Sky, Mystery of the Mountains, Send for Red, Second Chance. Upper grade 1-2.)

Reader's Digest Basic Vocabulary. Pleasantville, New York: Reader's Digest Services, Inc.,
(Books 1 and 2, Basic Vocabulary; Books 3 and 4, 1,000-word vocabulary; Books 5 and 6, 2,000-word vocabulary.)

Reader's Digest Readings. Pleasantville, New York: Reader's Digest Services, Inc., 1964.
(Vocabulary Books I-VI.)

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(A Race to Remember, Santa Fe Traders, Valley of 10,000 Smokes, Men Who Dare the Sea. Grades 2-3.)

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Reference Library. Chicago: Sears-Roebuck and Co.
(Includes 16 volumes--8-volume Masters Encyclopedia, 4-volume History of Civilization and the Arts, 4-volume Webster's dictionary. The entire set is $14.00. Order through Sears-Roebuck catalog.)

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S. R. A. Junior Laboratory, 3-8. Chicago: Science Research Associates, 1964. (Use in upper divisions only.)

S. R. A. Reading Laboratories. Science Research Associates, 1964. (Includes workbooklets, pilot library, record book and teacher's guides.)

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(Work levels are from grades 3 -8. Sections in reading, language skills and arithmetic.)

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Talking on Paper: A Magazine of New Learning. Carmel, California: Joyce K. Bishop.
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Chicago: Follett Publishing Co.

Wallace, Viola. Books for Adult Beginners. New York: American Library Association, 1954.

Washington State Minimum Requirement Spelling List, Grades 1-8. Yakima, Washington: Washington State Education Department.

Wallace, Mary C. Learn for Living. Yakima, Washington.

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(No. OASI 84a, English only; No. OASI 84aSP, Spanish only. Approximately second-year students.)

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Zim, Herbert S. The Universe. New York: William Morrow and Co., 1961.

Additional entries:

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Yakima Home Economics Association. The Road to Health. Yakima, Washington: Yakima Home Economics Association, 1964.
(Written at the request of the LARK students by the Association. It is a basic foods book using commodities given by the government. Excellent.)

Films and Filmstrips:

Enjoy Your Community. Valhalla, New York: Stanley Bowman Co.
(Filmstrip to assist foreign born to understand their community.)

Highway Safety. Canyon City, Oregon: Grant County Superintendent of Schools.
(Filmstrip)

Know your Community. Valhalla, New York: Stanley Bowman Co.
(Filmstrip)

Know Your Public Library. Valhalla, New York: Stanley Bowman Co.
(Filmstrip)

Know Your School. Valhalla, New York: Stanley Bowman Co.
(Filmstrip)

Listen Well; Learn Well. New York: Cornet Film Co.
(Film on listening habits and how to apply them to reading.)

Nutrition; Canyon City, Oregon: Grant County Superintendent of Schools.
(Filmstrip)

The Teeth. Canyon City, Oregon: Grant County Superintendent of Schools.
(Filmstrip)

Safety in the Home. Canyon City, Oregon: Grant County Superintendent of Schools. (Filmstrip)

You and Your Food. Canyon City, Oregon: Grant County Superintendent of Schools.
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The Hickory Stick. N. E. A. Mental Health Division. Ellensburg, Washington: Central Washington State College
(Film)

The Edge of Abundance. New York: National Educational Television.
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Wallace, Mary C. Learn for Living. 1965.
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